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News Summary

Articles on inside pages

Sigmund Freud may be losing some of his luster among psychiatrists, but his influence is growing in the humanities and social sciences. Story on Page 4.

A Nigerian has become the first African to win the Nobel Prize in Literature. Nobel winners in chemistry, economics, medicine, peace, and physics were also announced last week. Story on Page 5.

A watchdog group created to monitor college classrooms for left-wing bias is a "paper tiger," its critics say. Story on Page 11.

The immigration bill approved by the House last week may require some colleges to check with the Immigration and Naturalization Service before giving aid to foreign students. Story on Page 15.

"Planned giving," which enables donors to make a gift to charity while retaining financial benefits from it, has become the fastest-growing area of individual giving to higher education. Story on Page 27.

An ambitious program to boost student morale and become one of the top universities in the country is under way at the University of Rochester. Story on Page 31.

Enrollment of foreign students at American colleges rose by only 0.5 per cent last year. Story on Page 31.

Allegations of impropriety have wracked the athletic department at the University of Houston. Story on Page 35.

Violent disruptions over the presence of a visiting Irish lecturer have shaken South Africa's University of Cape Town. Story on Page 39.

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PUBLIC-PRIVATE CLASH FORESEEN

Prepaid Tuition Gains Popularity, but Critics Caution Against Pitfalls

By JEAN EVANGELAUF

Paying for college up to 18 years in advance at deeply discounted prices is an increasingly popular and controversial approach to the problem of spiraling education costs.

Interest in prepaid-tuition plans has mushroomed since Fred S. James and Company, an insurance broker, developed one for Duquesne University last year. Under that plan, a parent of a toddler pays the university $8,837 now for a college education that will begin in 2001 and cost an estimated $76,685. (That amounts to a 14.5-per-cent annual rate of return, compounded monthly and tax-free.) The older the child, the higher the charge. Duquesne alumni who enroll their children, grandchildren, or other relatives in the program receive a $500 discount.

To date, the James company has contracts with 11 private colleges and is close to signing up five more. In addition, 40 have signed letters of intent. By next June, the company hopes to have a total of 125 institutions on board.

Several other financial organizations are planning to offer similar programs within the next six months.

In Michigan, legislation is pending to create a statewide prepayment program, and officials there say they've had requests for information from 31 states. So far, political leaders or educators in at least half a dozen states are developing programs modeled on Michigan's or at least giving the notion serious attention.

Peace of Mind for Parents

That widespread interest demonstrates the need to provide parents with a well-structured way to save and pay for college. But critics argue that prepaid tuition is not the way to do it. They fear what one calls the "phenomenal herd instinct" to embrace the plans could ultimately prove damaging to the finances and reputations of the participating institutions, and exacerbate the tensions in the states between public and private colleges.

"The program gives parents peace of mind," says Patrick J. Fleming, the

Continued on Page 30, Column 1

TIAA-CREF

Clifton R. Wharton: "Attracted by the challenge" of heading pension agencies.

SUNY's Wharton to Become Chief at TIAA-CREF

By SCOTT HELLER

Clifton R. Wharton, Jr., will resign as chancellor of the State University of New York, the nation's largest university system, to take over the nation's largest private pension companies, he announced last week.

On February 1, Mr. Wharton will become chairman and chief executive officer of the Teachers Insurance Annuity Association and College Retirement Equities Fund, higher education's leading pension companies, with over $50-billion in assets.

He will be the first university president to oversee the companies, which have been heavily criticized by many higher-education officials as being inflexible and out of step with new financial realities.

Mr. Wharton said last week he was

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Sweeping Reform of Undergraduate Education, Changes in Admissions Are Presented at MIT

CAMBRIDGE, MASS.

The Massachusetts Institute of Technology is embarking on its most sweeping reform of undergraduate education in 25 years, President Paul E. Gray announced last week.

"We're not considering just a fine tuning of the curriculum, but a recasting of the educational mission," Mr. Gray said.

The proposed reforms, which were presented to the faculty last week, are based on faculty reviews and studies of the undergraduate curriculum.

The goal, Mr. Gray said, is to equip undergraduates "with the attitudes, habits of mind, and approaches to learning that will assure a lifetime of technical competence, social contribution, and personal fulfillment."

Changes in the curriculum, he added, will be accompanied by changes in the admissions process "aimed at better identifying those students with the traditional strengths we have come to expect and the broader range of interests we seek."

A Sense of Social Responsibility

More emphasis will be placed on qualities such as love of learning, unusual brilliance, creativity, and leadership, he said.

"This process goes beyond wanting more humanities with your science," added Margaret L. MacVicar, dean of undergraduate education. The aim, she said, is an approach that will combine technical expertise with a sense of social responsibility.

The proposed changes in the curriculum include the creation of interdisciplinary courses taught jointly by faculty members from the humanities and sciences.

In addition, Mr. Gray said, M.I.T. will attempt to achieve "an intentional modest reduction" in the pace and intensity of academic demands to allow more time for "contemplation and reflection."

Campus Officials Assail Bennett's Attack on Colleges; Harvard's Bok Calls Secretary's Analysis 'Superficial'

By STACY E. PALMER

CAMBRIDGE, MASS.

College and university officials attacked Education Secretary William J. Bennett last week for alleging in a speech at Harvard University that they were more concerned with money than education and had not done enough to make sure students learn anything before they graduate.

Mr. Bennett, in the most comprehensive statement of his views on higher education since he took office, complained that "there is an extraordinary gap between the rhetoric and the reality of higher education." He also criticized Harvard's "core curriculum," which many colleges have used as a model.

Derek C. Bok, president of Harvard University, called Mr. Bennett's speech "superficial" and said it failed to take carefully into account many important facts about the condition of higher education in the United States. (The text of Mr. Bok's remarks begins on Page 17. The full text of Secretary Bennett's address

Continued on Page 17, Column 1

How Candidates for Governor View Higher Education

Higher education is an issue in many of this year's gubernatorial races. See story on Page 15 and a chart of candidates' views on Pages 20-23.

Note Book

Anti-hunger efforts are attracting more and more students nationwide.

On World Food Day last week, students at more than 400 campuses joined people in 150 countries to increase awareness of hunger problems around the globe.

"People used it as a day to focus in on the issue and launch their own programs," says Leslie Samuelrich, national coordinator of the National Student Campaign Against Hunger, a Boston group that organized the activities.

The students' programs ranged from "global dinners" to fund-raising drives.

At the dinners, which were held by cafeterias, fraternities, and various campus groups, students were placed at one of three types of tables: At No. 1 they had the luxury of chairs, tablecloths, and a three-course meal; at No. 2 they ate chili and rice and sat on benches; at No. 3 they had rice and water and kneeled on the floor.

"Students see the unequal distribution first hand, so it hits home," says Ms. Samuelrich.

On some campuses, students were recruited to help with a national food-stamp survey sponsored by the campaign. They will take the poll to soup kitchens, shelters, and food banks to evaluate the effectiveness of the government program.

Ms. Samuelrich says the study is intended in part to give the student-surveyors firsthand education about hunger in the United States.

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At Ohio University in Athens, a fairly random process of pairing freshman roommates resulted in a rare match.

When Kim Umberger, from Alliance, Ohio, and Ginny Hosler, from San Diego, Cal., received their housing assignments, something clicked in their fathers' memories: Thirty years ago, as freshmen there, they too had been assigned to room together.

"When I got my roommate assignment and showed my parents, my dad said the name sounded familiar," says Ms. Hosler. "When he saw where Kim was from, he knew she had to be his freshman roommate's daughter, since Bill Umberger had been from Alliance."

Says Mr. Umberger, "I hadn't seen Norm since our sophomore year, so I had no idea he and his family lived in California. It's a gigantic coincidence."

•

To kick off National Collegiate Alcohol Awareness Week, Miami University at Oxford scheduled a "Beerfast" for last weekend, asking students to abstain from drinking for 48 hours and promising prizes to those who did.

The event was intended to dispel the myth that alcohol was necessary to have fun on weekends, according to Susan Vaughn, an alcohol-information and program specialist.

Several student groups, residence halls, and local bars supported the effort.

Students

President Tries to Warm Up the Chill in Student Life at the U. of Rochester

Many grumble about the weather and the competition, but some give high marks to new efforts

By ELIZABETH GREENE

ROCHESTER, N.Y.

"I don't think people would look at us as being one of the fun schools in the United States." —*G. Dennis O'Brien, president of the University of Rochester*

•

Comparisons are sometimes made between the weather in upstate New York and the quality of student life at the University of Rochester, which is situated there: Both can be bleak.

G. Dennis O'Brien, Rochester's ambitious new president of two years, knows he can't change the weather. Instead, with bold steps that one administrator calls a "grand experiment," he is working on the rest of the environment.

Despite criticism of some of his new programs, which are aimed at improving the "U of R" experience and attracting more competitive applicants, members of the university community say life on this chilly campus is slowly warming up.

In a major address last April, Mr. O'Brien outlined a plan to place Rochester in the top 1 per cent of the nation's higher-education institutions within the next five years—a multifaceted approach that integrates all levels of the university community.

"What we need now is passion for the place, not just the name," he said, making a reference to the students and alumni who successfully fought his consideration of a university name change.

The private, liberal-arts university has many distinguished faculty members, a bright student body, excellent research facilities, a luxurious student center designed by I. M. Pei, and a lovely, traditional campus. But morale here has not been up to par with that at some of its competitors. No one has a definitive understanding of why.

Too many students complain of being unhappy, saying if they could do it all over

Continued on Following Page

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President Dennis O'Brien teaches at a fraternity house: "Students have tended to look at the university as a rather grim, hard-working place."

Number of Foreign Students in U.S. Rises 0.5 Pct. to a Total of 343,777

NEW YORK

The number of foreign students at American colleges and universities rose by only 0.5 per cent in 1985-86, the third consecutive year in which the increase was less than 1 per cent, the Institute of International Education is reporting this week.

In *Open Doors*, its annual census of foreign students, the institute says that 343,777 foreign students were enrolled in U.S. institutions in 1985-86, compared with 342,113 in 1984-85.

Growth in the numbers of students from China and economically thriving Asian countries accounts for all of the 1985-86 increase.

The number of students from East and South Asia rose 9 per cent last year, to a total of 156,830. The number from Africa fell 13.5 per cent, to 34,190; the number from the Middle East fell 6.8 per cent, to 52,720; and the number from Latin America fell 6.3 per cent, to 45,480.

Students from China showed the largest percentage increase. The 13,980 Chinese students in the United States last year represented a 38.4-per-cent jump from 1984-85. Taiwan sent the largest number of students—23,770.

Big Influx from East and South Asia

Seven of the 10 countries sending the largest numbers of students to American colleges and universities are in East or South Asia. In addition to China and Taiwan, the Asian countries in the top 10 were Malaysia, with 23,020 students; South Korea, with 18,660; India, with 16,070; Japan, with 13,360; and Hong Kong, with 10,710.

"It looks like the places that have the resources are increasingly able to obtain the kind of high-quality education that's available in the United States," said Elinor G. Barber, director of research at the institute.

"In places like Africa—a region that badly needs that kind of education—the numbers are going down."

She said the survey demonstrated a need for public and private financial-aid programs to increase the enrollment of students from third-world countries.

Institute officials said the stagnation in the growth of foreign-student enrollment could be attributed in part to the collapse of oil prices on the world market, which has forced members of the Organization of Petroleum Exporting Countries to reduce the number of students they send to the

Continued on Page 34, Column 1

U.S. Enrollment of Foreigners Rises 0.5 Pct.

Continued from Page 31

United States. In the 1970's, when foreign-student enrollment at U.S. colleges and universities was growing by 10 per cent or more a year, most of the increase came from OPEC members.

During the last half of the 1970's, the proportion of foreign students in the United States from the 13 countries that belong to OPEC rose from 19.2 per cent of the total to 35 per cent. Since 1980-81, however, the proportion has been declining. By 1984-85, students from OPEC members made up 20.8 per cent of the total.

The sharp decline in enrollment of students from OPEC countries continued in 1985-86, the report indicates. For example, it says, the number of students from Iran fell 15 per cent, to 14,210; the number from Nigeria fell 25.4 per cent, to 13,710; and the number from Venezuela fell 32 per cent, to 7,040.

Over all, 65 countries had 1,000 or more students in the United States in 1985-86, and 78 American institutions had 1,000 or more foreign students enrolled.

The 1985-86 survey also found that:

► Engineering attracted the largest proportion of foreign students, 22 per cent, followed by business and management, 19 per cent; mathematics and computer sciences, 10 per cent; physical and life sciences, 8 per cent; and social sciences, 7.2 per cent.

► Only 2.2 per cent were enrolled in agriculture and 3.5 per cent in the humanities.

► Of the 343,777 foreign students, 38,460 were enrolled in associate-degree programs, 149,200 in bachelor's-degree programs, and 132,430 in graduate programs.

► Two-thirds of all foreign students relied upon their own money or their families' resources to pay for their education in the United States. The proportion of students who received support from an American college or university or a private U.S. organization rose, while the proportion assisted by their own or the American government or by a private organization in their own country declined.

► Among the states, California attracted the largest number of foreign students, 47,586, followed by New York with 31,360, and Texas with 26,875.

► Among institutions, Miami-Dade Community College enrolled the largest number of foreign students, 4,730, while the University of San Francisco had the largest proportion of such students—1,135, or 25.1 per cent of its total enrollment of 4,518.

► Almost two-thirds of the foreign students were enrolled in public colleges and universities, and 302,004 were in four-year institutions.

► The proportion of foreign students who were women fell slightly. In 1984-85, women made up 30.2 per cent of such students in the United States. Last year, the proportion was 29.3 per cent.

Copies of *Open Doors*, which will be available in late November, may be ordered now for $29.95 each from the Institute of International Education, Publications Service, 809 United Nations Plaza, New York 10017.

—MALCOLM G. SCULLY

FACT–FILE

Foreign Students in U.S. Institutions, 1985-86

Institutions with largest enrollments

Rank	Institution	Number of foreign students	Proportion of total enrollment
1.	Miami-Dade Community College	4,730	11.5%
2.	University of Southern California	3,741	12.3%
3.	University of Texas, Austin	3,132	6.8%
4.	University of Wisconsin, Madison	2,873	6.8%
5.	Ohio State University, main campus	2,690	5.3%
6.	Columbia University and Teachers College, and Barnard College	2,679	10.9%
7.	Boston University	2,493	11.1%
8.	University of California, Los Angeles	2,488	7.2%
9.	University of Minnesota, Minneapolis-St. Paul	2,473	6.3%
10.	University of Houston, University Park	2,434	6.2%
11.	University of Michigan, Ann Arbor	2,413	6.8%
12.	North Texas State University	2,398	11.3%
13.	Southern Illinois University, Carbondale	2,299	10.1%
14.	University of Arizona	2,290	7.5%
15.	University of Southwestern Louisiana	2,246	13.8%
16.	Iowa State University	2,178	8.2%
17.	New York University	2,098	4.7%
18.	George Washington University	2,077	12.8%
19.	Indiana University, Bloomington	2,048	6.4%
20.	Harvard University	2,042	12.5%
21.	University of Maryland, College Park	2,023	5.2%
22.	University of Pennsylvania	2,012	11.8%
23.	Howard University	1,997	19.8%
24.	University of California, Berkeley	1,987	6.3%
25.	Michigan State University	1,985	4.8%
26.	California State University, Los Angeles	1,979	9.2%
27.	Oklahoma State University, main campus	1,969	9.3%
28.	University of Illinois, Urbana-Champaign	1,959	5.4%
29.	University of Miami	1,918	14.3%
30.	Northeastern University	1,888	8.6%
31.	Massachusetts Institute of Technology	1,886	19.4%
32.	Louisiana State University, Baton Rouge	1,864	6.4%
33.	State University of New York, Buffalo	1,855	7.1%
34.	California State University, Long Beach	1,802	5.5%
35.	Stanford University	1,780	14.7%
36.	Northern Virginia Community College	1,774	5.4%
37.	Cornell University	1,718	10.0%
38.	University of Florida	1,712	4.8%
39.	University of Kansas	1,660	6.7%
40.	University of Washington	1,652	5.4%
41.	Arizona State University	1,645	4.1%
42.	Purdue University	1,633	5.1%
43.	University of Iowa	1,623	5.5%
44.	Texas A&M University, main campus	1,596	4.5%
45.	City University of New York, City College	1,560	13.5%
46.	Pennsylvania State University, main campus	1,531	2.5%
47.	University of Oregon, main campus	1,519	9.3%
48.	Oregon State University	1,503	9.9%
49.	Southern University and A&M College, main campus	1,500	15.7%
50.	University of Toledo	1,462	6.1%
51.	American University	1,437	15.5%
52.	University of Texas, Arlington	1,428	6.2%
53.	University of Missouri, Columbia	1,405	6.1%
54.	University of Hawaii, Manoa	1,399	7.1%
55.	University of Massachusetts, Amherst	1,393	5.4%
56.	University of Pittsburgh, main campus	1,349	4.7%
57.	Brigham Young University	1,335	4.8%
58.	Ohio University, main campus	1,327	8.8%
59.	Syracuse University, main campus	1,285	6.1%
60.	University of Illinois, Chicago	1,254	5.0%
61.	Temple University	1,237	4.4%
62.	University of the District of Columbia	1,231	9.7%
63.	Texas Southern University	1,217	14.3%
64.	State University of New York, Stony Brook	1,174	8.2%
64.	University of Texas, El Paso	1,174	8.3%
66.	Rutgers University, New Brunswick	1,173	3.1%
67.	University of Oklahoma, Norman	1,169	5.8%
68.	Georgetown University	1,147	9.6%
69.	University of San Francisco	1,135	25.1%
70.	Wayne State University	1,117	3.9%
71.	University of Georgia	1,104	4.3%
72.	California State University, Fresno	1,088	8.4%
73.	Florida International University	1,083	7.0%
74.	Indiana State University	1,081	9.4%
75.	Western Michigan University	1,035	4.9%
76.	Texas Tech University	1,023	4.5%
77.	University of Nebraska, Lincoln	1,018	4.3%
78.	Central State University	1,004	7.6%

Distribution by field of study

Field of study	1984-1985 Number of foreign students	1984-1985 Proportion of foreign students	1985-1986 Number of foreign students	1985-1986 Proportion of foreign students
Agriculture	7,540	2.2%	7,400	2.1%
Allied health	3,060	0.9%	3,200	0.9%
Architecture & environmental design	6,340	1.9%	6,540	1.9%
Area & ethnic studies	1,020	0.3%	830	0.2%
Business & management	64,930	19.0%	64,970	18.9%
Communications	4,060	1.2%	4,310	1.3%
Communications technologies	390	0.1%	590	0.2%
Computer & information sciences	27,520	8.0%	27,910	8.1%
Education	12,140	3.6%	11,680	3.4%
Engineering	75,370	22.0%	74,580	21.7%
English language	11,010	3.2%	12,870	3.7%
Foreign languages	2,850	0.8%	2,790	0.8%
Health sciences	10,350	3.0%	10,680	3.1%
Home economics	1,870	0.5%	1,980	0.6%
Industrial arts	860	0.3%	890	0.3%
Law	1,720	0.5%	1,650	0.5%
Letters	6,250	1.8%	5,190	1.6%
Liberal & general studies	9,440	2.8%	10,470	3.0%
Library & archival sciences	610	0.2%	690	0.2%
Life sciences	9,950	2.9%	10,040	2.9%
Mathematics	8,110	2.4%	8,000	2.3%
Military sciences	130	—	130	—
Military technologies	90	—	—	—
Multi/interdisciplinary studies	2,400	0.7%	2,090	0.6%
Parks & recreation	200	—	230	0.1%
Personal & social development	1,320	0.4%	1,360	0.4%
Philosophy & religion	1,300	0.4%	1,390	0.4%
Physical sciences	15,020	4.4%	15,830	4.6%
Protective services	570	0.2%	470	0.1%
Psychology	3,240	0.9%	3,260	1.0%
Public affairs	2,600	0.8%	2,700	0.8%
Science technologies	990	0.3%	1,160	0.3%
Social sciences	17,370	5.1%	17,220	5.0%
Theology	2,630	0.8%	2,540	0.7%
Visual & performing arts	8,700	2.5%	7,970	2.3%
Vocational home economics	220	0.1%	270	0.1%
Undeclared	19,940	5.8%	20,100	5.9%
Total	342,110	100.0%	343,780	100.0%

Where they come from

Rank	Country or territory	Students
1.	Taiwan	23,770
2.	Malaysia	23,020
3.	Republic of Korea	18,660
4.	India	16,070
5.	Canada	15,410
6.	Iran	14,210
7.	China	13,980
8.	Nigeria	13,710
9.	Japan	13,360
10.	Hong Kong	10,710
11.	Indonesia	8,210
12.	Lebanon	7,090
13.	Venezuela	7,040
14.	Thailand	6,940
15.	Saudi Arabia	6,900
16.	Jordan	6,590
17.	United Kingdom	5,940
18.	Mexico	5,460
19.	Pakistan	5,440
20.	West Germany	4,730
21.	Greece	4,440
22.	Colombia	4,010
23.	Singapore	3,930
24.	Philippines	3,920
25.	Kuwait	3,810
26.	France	3,680
27.	Vietnam	3,270
28.	Brazil	2,840
29.	Israel	2,600
30.	Turkey	2,460
31.	Egypt	2,270
32.	Trinidad & Tobago	2,250
33.	Cyprus	2,140
33.	Syria	2,140
35.	Jamaica	2,110
36.	Peru	2,050
37.	Ethiopia	1,940
38.	Bangladesh	1,930
39.	Italy	1,890
40.	Norway	1,820
41.	Nicaragua	1,800
41.	Sri Lanka	1,800
43.	South Africa	1,790
44.	Spain	1,740
45.	Kenya	1,720
46.	Bahamas	1,610
47.	Panama	1,590
48.	Australia	1,530
49.	Pacific Is. Trust Terr.	1,520
50.	Cuba	1,420
51.	Netherlands	1,410
52.	Sweden	1,400
53.	Haiti	1,340
53.	Iraq	1,340
55.	Argentina	1,320
56.	Ghana	1,230
57.	Chile	1,160
58.	United Arab Emirates	1,150
59.	El Salvador	1,140
60.	Cameroon	1,130
61.	Honduras	1,090
62.	Ecuador	1,080
63.	Ireland	1,030
64.	Liberia	1,020
65.	Bolivia	1,000

Number of foreign students by state

1.	California 47,586	14.	New Jersey 7,045	27.	Tennessee 4,155	40.	West Virginia 1,249
2.	New York 31,360	15.	Maryland 6,276	28.	Colorado 4,099	41.	North Dakota 936
3.	Texas 26,875	16.	Iowa 5,858	29.	Connecticut 3,906	42.	New Hampshire 934
4.	Florida 17,948	17.	Missouri 5,805	30.	Utah 3,837	43.	Idaho 883
5.	Massachusetts 17,652	18.	Washington 5,789	31.	Alabama 3,817	44.	Delaware 791
6.	Illinois 13,319	19.	Virginia 5,780	32.	Hawaii 3,261	45.	South Dakota 770
7.	Ohio 12,367	20.	Georgia 5,755	33.	Nebraska 2,018	46.	Montana 738
8.	Michigan 12,094	21.	Wisconsin 5,678	34.	South Carolina 2,005	47.	Vermont 614
9.	Pennsylvania 11,496	22.	Arizona 5,631	35.	Arkansas 1,912	48.	Nevada 512
10.	District of Columbia 9,832	23.	North Carolina 5,525	36.	Kentucky 1,719	49.	Wyoming 421
11.	Louisiana 8,923	24.	Oregon 5,314	37.	Mississippi 1,690	50.	Maine 377
12.	Oklahoma 7,519	25.	Minnesota 5,124	38.	New Mexico 1,553	51.	Alaska 234
13.	Indiana 7,139	26.	Kansas 4,587	39.	Rhode Island 1,468		

SOURCE: INSTITUTE OF INTERNATIONAL EDUCATION